**ARC Week at Glance – Meena (S 1 , W4 )**

**Topic: matter and change Course: AP chemistry Grade: 9-12 Dates: august 26-30**

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|  | **Learning Target**  **(I am learning …)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/**  **Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | *I am learning to describe matter and three states of matter.* | *I can*  *-describe matter and three states of matter.*  *- distinguish intensive properties and extensive properties* | *Do now:*  *1. List three types of matter you encounter in everyday life. 2. Visualize (Draw)the structure of them when viewed under a microscope.*  *The teacher will discuss the student’s response and tailor the concept of how properties can be used to classify and identify matter.* | *\*Describes matter*  *\*Discuss how to distinguish intensive and extensive property,*  *\*The students will identify, and draw conclusions of the properties of solids, liquids and gases based on the data table.*  *--group activity—pogil.* | *Exit ticket:*  *Glass is often used to make windows, while copper is used in electrical wires… What properties of copper make it a desirable material to use for electrical wires?* |
| **Tuesday** | *I am learning to differentiate the three states of matter.* | *I can differentiate the three states of matter based on the arrangement of particles*  *I can classify physical and chemical changes* | *Do now Show/explain/discuss --how many changes they can discern if a piece of solid chocolate is kept in a beaker surrounded by boiling water?*  *Thereby the students will observe three states of matter.* | *\*Discuss how the arrangement of particles are different in solids, liquids and gases.*  *\*Directs students to understand how words such as boil, freeze, melt and condense are used to describe physical changes.*  *\*Shows the photograph of gallium which has a melting point of 30c and ask them to infer the temperature of the hand holding the gallium?*  *\*Pair up and complete an assignment on properties of matter* | *Exit ticket: How are the three states of matter involved when a candle burn?*  *--complete an assignment* |
| **Wednesday** | *I am learning to explain the difference between an element and a compound.* | *\*I can explain the difference between an element and a compound* | *Do now—differentiate intensive/extensive, physical/ chemical properties of substances.*  *Lead the discussion to elements, compounds mixtures in day today life.* | *group assignment –identifying the elements, compounds mixtures from the particulate diagrams.*  *The group members will also come up with the definition for the particulate diagram they chose.* | *Think -pair and share their answers with the other group.* |
| **Thursday** | *I am learning to distinguish the types of mixtures and its separation.* | *\*I can distinguish substances and mixtures as homogeneous and heterogeneous mixtures.*  *I can explain how mixtures can be separated* | *Do now*  *Why aren’t there coffee grounds in a cup of coffee?*  *--- can we use a filter to separate the water from the other components of the coffee?*  *Explanation--- no because the particles are too small.*  *--not all mixtures can be separated with the same method* | *\*What are pure substances made of?*  *How do pure substances compare?  \*Explain the difference between elements and compounds*  *\*Discuss how can substances and mixtures be distinguished?*  *\*Additional practice in using the flowchart to identify a group of samples as either substances or mixtures.*  *\* Discuss real life examples to separate homogeneous and heterogeneous mixture.* | *Exit ticket:*  *3 important facts you learned today.*  *2 concepts that interested you very much in this lesson.*  *1 thing that you did not understand* |
| **Friday** |  | *I can demonstrate my understanding in the concepts I learnt so far under unit1* | *Review the concepts they had learnt* | *The students will take a paper and pencil/online test on unit1* | *Opportunity to grade the test and also do test corrections* |

**Additional Info: Literacy Task Minor Grade Major Grade Course materials and resources are available in Canvas.**